



Aynor High School

201 Jordanville Road
Aynor, SC 29511

Grades	9-12 High School	
Enrollment	767 Students	
Principal	Janet Lawrence-Patten	843-488-7100
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Joe DeFeo	843-222-5912

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	At-Risk
2009	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
27	11	2	0	3

* Ratings are calculated with data available by 12/14/2013.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	86.1%	93.4%	88.9%	78.1%	79.7%	80.9%
Passed 1 subtest (%)	6.1%	4.4%	6.7%	12.5%	12.8%	12.2%
Passed no subtests (%)	7.9%	2.2%	4.4%	9.4%	7.7%	6.8%

HSAP Passage Rate by Spring 2013

	Our High School	High Schools with Students Like Ours
Percent	93.8%	91.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	177	181	277	275
Number of Graduates in Cohort	145	139	202	207
Rate	81.9%	76.8%	74.1%	76.1%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	189	177	279	268
Number of Graduates in Cohort	158	146	212	204
Rate	83.6%	82.5%	76.5%	75.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	91.5%	75.2%
English 1	76.1%	71.0%
Biology 1/Applied Biology 2	84.5%	78.3%
US History and the Constitution	86.6%	61.4%
All Tests	83.8%	71.3%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=767)				
Retention rate	1.9%	Down from 5.6%	3.2%	2.9%
Attendance rate	95.3%	Down from 95.6%	95.1%	95.1%
Served by gifted and talented program	30.7%	N/A	20.2%	17.5%
With disabilities	16.0%	N/A	12.4%	11.9%
Older than usual for grade	4.4%	N/A	7.6%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.6%	Down from 7.2%	1.2%	1.1%
Enrolled in AP/IB programs	31.6%	Up from 18.6%	17.1%	15.1%
Successful on AP/IB exams	52.7%	Down from 63.6%	50.5%	51.5%
Eligible for LIFE Scholarship	57.7%	Up from 0.0%	30.5%	30.6%
Annual dropout rate	3.5%	No Change	2.6%	2.3%
Career/technology students in co-curricular organizations	15.1%	Up from 11.4%	4.2%	7.2%
Enrollment in career/technology courses	478	Up from 350	482	418
Students participating in work-based experiences	0.0%	No Change	18.0%	14.6%
Career/technology students attaining technical skills	89.9%	Up from 88.3%	83.9%	84.8%
Career/technology completers placed	100.0%	No Change	99.1%	98.3%
Teachers (n=46)				
Teachers with advanced degrees	71.7%	Up from 71.1%	64.3%	63.4%
Continuing contract teachers	84.8%	Up from 80.0%	84.8%	78.8%
Teachers returning from previous year	92.8%	Up from 91.9%	87.3%	86.2%
Teacher attendance rate	94.1%	Down from 94.4%	95.2%	95.2%
Average teacher salary*	\$58,399	Up 1.2%	\$49,469	\$48,699
Professional development days/teacher	12.2 days	Up from 4.5 days	11.6 days	9.9 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	3.0
Student-teacher ratio in core subjects	27.4 to 1	No Change	28.0 to 1	26.9 to 1
Prime instructional time	85.9%	Down from 87.4%	88.2%	89.0%
Dollars spent per pupil**	\$11,135	Up 7.1%	\$7,477	\$7,919
Percent of expenditures for teacher salaries**	52.0%	Down from 53.3%	56.0%	57.0%
Percent of expenditures for instruction**	55.0%	Down from 55.7%	59.0%	60.0%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.9%	Up from 93.0%	96.4%	97.7%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	15.0	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	144	93.8%	699	83.8%	181	76.8%
Gender						
Male	80	91.3%	378	83.6%	98	74.5%
Female	64	96.9%	321	84.1%	83	79.5%
Racial/Ethnic Group						
White	125	94.4%	609	84.6%	159	78.6%
African American	16	87.5%	68	77.9%	19	63.2%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	16	81.3%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	24	70.8%	98	59.2%	24	66.7%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	78	88.5%	422	79.4%	101	63.4%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Aynor High School's administration and School Improvement Council are pleased to issue a report of accomplishments for the school year 2012-13. Our faculty, staff and students continued to exhibit the level of excellence which has earned Aynor High School recognition on the district, state, and national levels. AHS passage rates on end-of-course and HSAP testing exceeded those of the district and state, and the students' U.S. History end-of-course passage rate far exceeded our initial school goal.

Our senior class earned more than \$3 million in scholarship money and we had our first student accepted to Yale University. Aynor High School's International Baccalaureate Program increased in numbers this year with 61 students pursuing the IB certificate or diploma. AHS anticipates 85 students on the IB certificate or diploma track for the school year 2013-14.

Aynor High School continued on its quest to improve curriculum instruction by implementing several school and district initiatives. This year, as a "High Schools that Work" (HSTW) school, our administration and faculty focused on four key practices: setting high expectations, implementing rigor and relevance in the classroom, teachers working together, and aligning assessments.

Throughout the school year, administration and faculty met in teachers' meetings, data team meetings, Faculty Council meetings, Principal/Student Council meetings, School Improvement Council meetings, and departmental meetings to focus on the HSTW key practices, state end-of-course tests, our state's exit exam, and meeting the needs of our students as learners and our teachers as instructional leaders. Aynor High School continues to hold its faculty, staff, students, and administration accountable for increasing student achievement in all areas – academic and otherwise.

Increasing rigor and expectations prompted our students to compete on a higher level both in and out of the classroom. Numerous students in our Fine Arts and CATE departments received awards on district and state levels, and our Fine Arts department also produced several successful performances. Our chorus, band, and orchestra groups continue to increase their numbers in All-County and All-State competitions. AHS student-athletes and coaches won numerous athletic competitions on the local, district and state level, and several of our athletes received academic awards along with athletic recognition.

Successes such as these are only accomplished with the cooperation, dedication and hard work of all – students, teachers, parents, and community. We look forward to the coming year while remembering with gratitude those who have helped shape AHS into such a fine school!

Respectfully submitted,

Janet Lawrence-Patten, Principal
Diane Bagnal, AHS School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	142	106
Percent satisfied with learning environment	93.3%	83.8%	91.5%
Percent satisfied with social and physical environment	95.5%	83.3%	85.4%
Percent satisfied with school-home relations	91.1%	85.9%	82.3%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	94.5
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Aynor High School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
-----------	----------	-----------	--------------	---------------------	--------------	---------------	-----------------

Grades 9-12

All Students	238.1	237.9	85.4	74.1	99.4	99.4	81.9
Male	234.8	236.8	86.5	74.0	99.0	99.0	80.5
Female	242.8	239.5	84.0	74.3	100.0	100.0	83.3
White	239.3	239.1	86.2	74.2	99.4	99.4	83.6
African American	N/A	N/A	N/A	N/A	N/A	N/A	66.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	96.9	96.9	63.3
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	231.3	228.5	84.4	72.0	99.0	99.0	74.0
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

Abbreviations for Missing Data

Two-Year HSAP Trend Data								
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2012	182	99.5	4.4	29.3	36.5	29.8	66.3
	2013	181	99.4	5.6	28.3	26.7	39.4	66.1
Mathematics								
All Students	2012	182	99.5	4.4	21.0	37.0	37.6	74.6
	2013	181	99.4	10.0	26.7	32.8	30.6	63.3

Abbreviations for Missing Data